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## ENG 1002G-005: College Composition II

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*Eastern Illinois University*

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**ENGLISH 1002-05**  
**College Composition II: Argument and Critical Inquiry**  
FALL 2019  
T/TH 3:30-4:45pm  
CH 3170

**INSTRUCTOR: LEANN AKINS**

**OFFICE HOURS:** 10:45am-12:30pm Tuesday/Thursday  
4:45-5:15 Tuesday  
\*and by appointment

**OFFICE:** CH 3562

**MAILBOX:** CH 3155

**E-MAIL ADDRESS:** lakins@eiu.edu

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**A. COURSE DESCRIPTION:** ENG 1002G: Argument and Critical Inquiry focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others' arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information. ENG 1001G/1091G and ENG 1002G/1092G are designed to be taken in this ordered sequence. Successful completion of a composition course in critical reading and source-based writing (ENG 1001G/1092G) is a necessary precursor and foundation for the critical inquiry and writing of arguments that occur in ENG 1002/1092G.

**B. OBJECTIVES:** Students will demonstrate the ability to:

- Apply the principles of argument---claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation---in written documents
- Produce cogent written arguments that consider ideas, problems, and evidence from multiple perspectives
- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance
- Integrate sources ethically, appropriately, and consistently in written documents.
- Use data and create graphical elements in their writing
- Recognize how to transfer their writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations
- Present work in Edited American English

**C. MINIMUM WRITING REQUIREMENT OF ENGLISH 1002G:** Writing Centered course whereby the quality of the students' writing is the principal determinant of the course grade. The minimum writing requirement is 5,000 words (roughly equivalent to 20 double-spaced pages) of polished, revised prose in addition to informal writing such as invention work, peer critiques, discussion statements, self-assessments, drafts, etc.

**REQUIRED TEXTS AND MATERIALS:** Must be obtained before next class session.

Barnet and Bedau. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*, 11<sup>th</sup> ed.

Bullock, Brody, and Weinberg. *The Little Seagull Handbook*. 3<sup>rd</sup> ed.

Ramage, Bean, and Johnson. *Writing Arguments: A Rhetoric with Readings*, 10<sup>th</sup> ed.

Laptop, Flash Drive and ear buds

**COURSE REQUIREMENTS OVERVIEW:** You will be required to write often both in and out of class, to read selections from the texts, to participate actively in classroom discussion and peer group/review exercises, to complete all classroom exercises, and to complete all formal writings. You are also required to attend all conferences when scheduled. Keep track of **all** of your work—activity writings, pre-writings, essay drafts, peer reviews, instructor comments, etc. Do **not** throw away anything!! I will respond critically to students' writing and address both strengths and weaknesses in written comments and/or in conference. I may administer pop quizzes at my discretion. The final course grade will be determined primarily by performance on the writing assignments. Students will schedule individual conferences as required.

**SPECIFIC ACTIVITIES INCLUDE:** See Tentative Course Schedule and Assignment Sheets for more details.

**Quizzes:** At any time, I can give a “pop quiz”. **Quizzes cannot be made up, and your missed points will be deducted from your point total at the end of the semester.**

**Conferences:** Twice, you will meet with me either in person or via email to discuss the progress of your drafts. Also note that there are no scheduled classes for a portion of this time. Each student **must** sign up and attend these conferences. To earn the total possible conference points at each meeting, each individual **MUST** do the following:

- Bring/email a completed draft and/or assigned required materials
- Have prepared a list of questions and concerns about the draft.
- Be able to discuss with me anticipated changes and/or revisions made.
- Take notes on the any comments given to you.
- Be an active listener. Offer suggestions to group members if applicable.

**\*\*If you do not attend or if you are late for the appointment, you receive NO points, ONE absence, and NO feedback from me prior to final submission.**

**\*\*If you DO attend but DO NOT MEET THE ABOVE CRITERIA, conference points will be deducted.**

**Due to the large number of students/conferences, I cannot allow office OR email conferences to be "made up" and, likewise, cannot allow conference points to be "made up". NO EXCEPTIONS. So, it is important that you sign up for a convenient time and then make every possible effort to participate.**

**Peer reviews:** On two occasions, you will become a peer reviewer for someone or for a group. I will receive a photocopy of the original review that you do for your peer so that you may receive points for having completed it. Further directions for these activities will be given later. **If a PR is not submitted to me on time, the reviewer will suffer one letter grade reduction of points.**

**Formal Essays:** There will be 7 mandatory essays of various types including a final exam essay. **YOU MAY NOT USE ESSAYS PREVIOUSLY WRITTEN IN THIS OR ANY OTHER COURSE!** Most of these will undergo an extensive writing process and much revision. There may be graded parts of the process in addition to the final product. Further instructions will be given for these writings throughout the semester. **Final essays must be submitted at the beginning of class on the due date for which they are assigned. If submitted late, the assignment will suffer one full letter grade for each calendar day it is late. After 3 calendar days, I will no longer accept the assignment, and it will receive 0 points. If you submit essays late, you must give it to me directly or place it in my mailbox with a department signature/time stamp. Otherwise, it will not be accepted.**

**Extra Credit (OPTIONAL):** All Extra Credit can be turned in throughout the course, but it **MUST** be submitted **NO LATER** than **the beginning of the class period on 12/03.** **OPTIONS:**

1) Attend any campus/community event that is in some way educational, and type up a 1 page, double spaced response.

2) & 3) Visit the Writing Center for assistance with your writing. After your visit, type up a half page, double spaced summary for me, describing what you learned from the tutor and what changes you plan to make with your writing as a result of that visit. **(may go twice for credit)**

10 points awarded for each. You may do all three for a possible 30 points total. Throughout the semester, I **MAY** offer the class smaller extra credit, overnight homework assignments, **at my discretion.** But individual students cannot negotiate for more.

**LATE WORK:** All assignments are to be submitted at the **BEGINNING** of the class period on which they are due unless otherwise stated on the assignment sheet. Please see the course outline for said dates. **If you submit any work to me late, you must give it to me directly or place it in my mailbox with a department signature/time stamp. Otherwise, it will not be accepted.** In the event of an absence, it is expected that you will get your work to me ahead of time or send your assignments with a classmate for submission. IF an absence is “excused”, you may be permitted to make up assignments at the convenience and discretion of the instructor.

**REVISION:** Revision is ongoing throughout the semester. Items submitted are expected to have been fully revised before submission; items cannot be further revised after submission. **NOTE: Deep Revision, not just surface editing, is expected.** Lack of revisions will result in a failing grade.

**EVALUATION:** By the end of the course, a student must be writing at a “C” level (or a 70%) and possess the skills competent enough to advance from ENG1002. If there is an extreme discrepancy between in-class and out of class work, I reserve the right to base a student’s grade on in-class work alone. Keep track of your points. These are NOT found on D2L.

A point breakdown is as follows:

ASSIGNMENT (minimum page requirement each)	Individual Points	Cumulative Points		Grading Scale
Conference Points	2 @ 25 points each	50 points	8.3%	540-600 = A
Peer Review Sheets (1)	2 @ 25 points each	50 points	8.3%	480-539 = B
Unit 1 Rhetorical Analysis Paper* (2)		50 points	8.3%	420-479 = C
Unit 2 I-Search Abstract* (1.5)		25 points	4.2%	419 ↓ = NC
Unit 2 I-Search Paper* (3)		75 points	12.5%	
Unit 2 Synthesis Paper* (3)		50 points	8.3%	
Unit 2 Toulmin Paper* (4)		100 points	16.7%	
Unit 3 Rogerian Paper* (3.5)		100 points	16.7%	
Final Essay Exam* (2)		100 points	16.7%	

**COURSE POINT TOTAL:** 600 points 100%

<u>Overall Course Scale:</u>	<u>All writing will be assessed analytically according to the following 5 categories according to the “Guidelines for Evaluating Writing Assignments in EIU’s English Department”</u>
100-90%=A	Focus
89-80%= B	Development
79-70%= C	Organization
69% and Below=N/C	Style, Grammar, Mechanics, Spelling and Documentation
	Process (evidence of invention, peer editing, revision) and Audience Consideration

**Note: Failure to complete the required assignments (those marked with the asterisk \* above) will result in a grade of N/C for the course regardless of point totals!** Likewise, class participation, preparedness, and effort can affect any borderline grade. Feel free to come to me and discuss your work and/or grade anytime.

If I see you struggling in the course (especially if you miss two or more classes or assignments in a row without communicating with me), I will try to contact you by email AND I will use the University's Early Alert system, which means your RA (if you live on campus) or someone from the Academic Success Center will try to contact you to offer help. This isn't meant to 'get you in trouble,' but to help you avoid trouble.

**Note:** If you are curious, nervous, frustrated, overwhelmed, confused, or just plain ticked, I’m the one to talk to FIRST! Come see me to discuss your work, your grade, or any issue with me anytime.

LOG YOUR GRADES HERE			
UNIT 1 Rhetorical Analysis	UNIT 2 Classical Argumentation	UNIT 3 Rogerian Argumentation	Final Essay Exam
Rhetorical Analysis /50	I-Search Abstract /25	Peer Review /25	/100
	I-Search Paper /75	Conference /25	
	Synthesis Paper /50	Rogerian Paper /100	
	Peer Review /25		
	Conference /25		
	Toulmin Paper /100		
<b>RUNNING TOTAL /50</b>	<b>RUNNING TOTAL /350</b>	<b>RUNNING TOTAL /500</b>	<b>/600</b>

**ATTENDANCE AND LATE POLICY:** Since this course involves a great deal of class participation, it is essential that you attend classes and conferences alike. You are expected to attend every meeting, to sign in, and to be on time. Remember, if you are absent you are held responsible for the material covered in your absence. This includes any assignments given or collected. In other words, it is up to you to "get caught up." If tardiness or absences become excessive, do not expect to pass ENG 1002.

I will allow for any properly verified absence. The university recognizes "properly verified absences due to illness, emergency, or participation in an official University activity." **Bring the appropriate documentation to me beforehand, if possible. If not, then bring documentation to me when you return to class. Otherwise, I will NOT accept documentation.**

Note: a document from Health Services merely showing that you were there is NOT "proper verification" for an illness that requires you to miss class.

Proper documentation MUST be DATED and may include:

- Letter from university activity director
- Doctor's note describing the nature of the illness and the requirement to miss class/work (i.e. flu like symptoms or some such illness where s/he recommends you NOT be at work or at class).
- Court documents, police reports, etc. that coincide with class time.
- ER visit notification that coincides with class time
- Other documentation accepted at my discretion.

**I will allow 3 "unexcused" absences. After 3, you will be given a NO CREDIT for the course. If you come to class more than 10 minutes late, you have received an unexcused absence.**

#### **ADDITIONAL INFORMATION:**

- Make sure that you save your work often and in more than one place to prevent loss of material.
- Save documents with last name, essay number, and draft number. Example: akinsl:1 (last name, essay 1, draft one) -- akinsl:2 (last name, essay 1, draft 2) -- akins 2:final (last name, essay 2, final draft) and so on.
- Whenever you email me, be sure that your subject line has your full name and section number.
- When you attach a document to an email, be sure that the document itself has full contact information in the upper left hand corner (see MLA page formatting).
- Use only EIU campus mail and **ATTACH** the documents to the email, do not send me a link to open elsewhere.

#### **WARNINGS:**

- Anyone who is found tampering with classroom equipment for anything that is not course-related is subject to course dismissal.
- Anyone who is using a PERSONAL computer for anything that is not course-related **will be asked to leave and will receive one unexcused absence for that class period.**
- Anyone who is found using a personal electronic device (i.e. iPod, cellular phone, etc.) during class time **will be asked to leave and will receive one unexcused absence for that class period.** Please discretely dismiss yourself from the room if you must use your phone. If you need to take it out to put your assignment into a calendar or to use it for course related tasks, please ask first. Otherwise, I will assume it's unrelated to the class and will not engage in discussion! Be respectful and use common sense.
- Since this is a writing class, I expect you to write down your notes and homework assignments. You will not take pictures of this information.
- GRADES ARE NOT POSTED. FURTHERMORE, I DO NOT DISCUSS GRADES IN EMAIL. I ENCOURAGE YOU TO COME BY THE OFFICE DURING OFFICE HOURS OR BY APPOINTMENT TO DISCUSS GRADES.
- USE OF EMAIL: PLEASE CHECK YOUR CAMPUS MAIL EVERY DAY in case I send important announcements. If you have a question that is not easily and quickly addressed in an email, your FIRST line of communication is to see me in person. Come by during office hours or set up an appointment. If, however, you have a simple question, unrelated to grades, feel free to email me. I check email at least once a day, every day, including weekends. Typically, it is mid-day and early evening. However, I will not commit to an exact time of day for checking my email. If you do not hear back from me, then see me in person ASAP.
- On rare occasions, I may send out a phone text if a conference must be rescheduled. Otherwise, do not use my phone number as a means of contacting me.

## ACADEMIC HONESTY AND PLAGIARISM

To honor and protect their own work and that of others, all students must give credit to proprietary sources that are used for course work. It is assumed that any information that is not documented is either common knowledge in that field or the original work of that student.

### Academic honesty:

- Documenting all proprietary information that is received from outside sources, including books, articles, websites, lectures, interviews, television, radio, etc.
- Putting quotation marks around the words that were written or spoken by someone other than oneself.
- Applying this standard to all assignments (papers, take home exams, presentations, etc.).

### Plagiarism:

To present someone else's work or ideas as one's own is plagiarism. A student commits plagiarism by

- copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- taking someone else's writing, changing some of the words, and not identifying the source;
- taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- purchasing or downloading papers or passages from the Web.

The English Department's statement concerning plagiarism is this: Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas and/or thoughts of another author, and representation of them as one's original work" (Random house Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assignment and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (I.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

## EWP—ELECTRONIC WRITING PORTFOLIO

**IMPORTANT FOR GRADUATION:** EIU students MAY submit an essay from ENG 1002, a "writing centered" course, for inclusion in a university-required electronic portfolio. **The deadline for submitting the essay to the EWP for this section of 1002 is NO LATER THAN WEDNESDAY, DEC 11<sup>th</sup>, 11:00am.** See me or your academic advisor if you have questions. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/~assess>

## RESOURCES

**INFORMATION FOR STUDENTS WITH DISABILITIES:** If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services at 581-6583 as soon as possible.

**WRITING CENTER:** I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

**THE STUDENT SUCCESS CENTER:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
19	20 IN CLASS: Syllabus and Outline; Introductions  Homework: <u>Get textbooks;</u> Read <i>Writing Arguments (WA)</i> Chapter 1	21	22 FOR CLASS: Have read <i>WA</i> Chapter 1; HAVE textbooks.  IN CLASS: Home Groups; <b>BEGIN UNIT 1:</b> <b>RHETORICAL ANALYSES</b>  Homework: Read <i>WA</i> Chapter 2; Google/Study: GONCHAR "401 Prompts for Argumentative Writing" <i>New York Times</i> – choose/list 8	23
26	27 FOR CLASS: Have Read: <i>WA</i> Chapter 2; have 8 ideas/interests listed from "401 Prompts"  IN CLASS: Discuss Chapter 2 and topics from Google search  Homework: Read <i>WA</i> Chapter 3; Read <i>Current Issues (CI)</i> Chapter 3 p80-110	28	29 FOR CLASS: Have Read: <i>WA</i> Chapter 3 and <i>CJ</i> Chapter 3  Homework: Read <i>WA</i> Chapter 4 and 5	30
Sept 2  Labor Day  NO CLASSES	3 FOR CLASS: Have Read <i>WA</i> Chapter 4 & 5 Homework: Read <i>WA</i> Chapter 6 & 7	4	5 FOR CLASS: Have Read <i>WA</i> Chapter 6 & 7  IN CLASS: <u>Assign Rhetorical Analysis Paper</u>  Homework: Read <i>WA</i> Chapter 8 and Patrick O'Malley's "More Testing, More Learning" (Google pdf online and print off for class)	6
9	10 FOR CLASS: Have Read <i>WA</i> Chapter 8 and BRING IN PRINTED O'Malley essay.  IN CLASS: Unit 1  Homework: DRAFT	11	12 FOR CLASS: <b>RHETORICAL ANALYSIS PAPER DUE</b>  IN CLASS: <b>BEGIN UNIT 2: CLASSICAL ARGUMENT</b> <u>Assign I-Search Paper;</u> Homework: Look over topics from week 1. Choose two. (conference sign up today) →	13  Choose two topics from week 1. Discuss with me in a brief conference Tuesday. Prepare questions for the librarian for next Thursday.
16	17 <b>NO CLASS:</b> <u>7-minute conference in my office TODAY</u>	18	19 IN CLASS: <b>LIBRARY TOUR CLASS MEETS SOUTH DOOR.</b> Homework: I-Search Abstract	20
23	24 FOR CLASS: <b>I-SEARCH ABSTRACT DUE</b> IN CLASS: <b>LIBRARY QUIZ!</b> Unit 2 Homework: Check Unit 2 Assignment Sheet	25	26 IN CLASS: Unit 2	27
30	OCT 1 IN CLASS: Unit 2  Homework: Check Unit 2 Assignment Sheet	2	3 FOR CLASS: <b>I-SEARCH PAPER DUE</b>  IN CLASS: <u>Assign Synthesis Paper.</u> Homework: Check Unit 2 Assignment Sheet	4

7	8 IN CLASS: Unit 2  Homework: Write SRA's and draft Synthesis Paper	9  <b>Mid-Term</b> <b>Review syllabus and make appointment to see me next week if needed</b>	10  Writing Workshop: Revise synthesis paper and prepare SRA's	11  FALL BREAK  NO CLASSES
14	15 FOR CLASS: <b>SYNTHESIS PAPER DUE</b>  IN CLASS: <u>Assign Toulmin Paper</u>	16	17 IN CLASS: Toulmin  Homework: RESEARCH/DRAFT Toulmin Sign up for conferences.	18
21	22 IN CLASS: <b>PEER REVIEW Draft 1 of Toulmin Paper. Bring a hard copy.</b> Homework: Continue to work on Peer Review.	23	24 IN CLASS: Collect Peer Review you did for someone. Make revisions	25
28  <b>CONFERENCES IN MY OFFICE</b>  Collect Peer Review you did for someone.  Homework: Revise after conference. DRAFT!	29  <b>NO CLASS</b> <b>CONFERENCES IN MY OFFICE</b>  Collect Peer Review you did for someone.  Homework: Revise after conference. DRAFT!	30  <b>CONFERENCES IN MY OFFICE</b>  Collect Peer Review you did for someone.  Homework: Revise after conference. DRAFT!	31  <b>NO CLASS</b> <b>CONFERENCES IN MY OFFICE</b>  Collect Peer Review you did for someone.  Homework: Revise after conference. DRAFT!	NOV 1  <b>CONFERENCES IN MY OFFICE</b>  Collect Peer Review you did for someone.  Homework: Revise after conference. DRAFT!
4	5 IN CLASS: <b>UNIT 2: TOULMIN ARGUMENT PAPER DUE</b>  <b>BEGIN UNIT 3 ROGERIAN ARGUMENT.</b> <u>Assign Rogerian Argument Paper</u>	6	7 <b>FOR CLASS:</b> Homework: Check Unit 3 Assignment Sheet	8
11	12 FOR CLASS: Check Unit 3 Assignment Sheet  IN CLASS: Sign up for Conferences. Homework: Check Unit 3 Assignment Sheet	13	14 IN CLASS: <b>PEER REVIEW Draft 1 of Rogerian Paper. Bring a hard copy</b>  Homework: Complete Peer Review	15
18	9 IN CLASS: Collect Peer Review you did for someone. Make revisions	10 <b>CONFERENCES ONLINE</b>  Homework: Revise after conference	11 <b>NO CLASS</b> <b>CONFERENCES ONLINE</b>  Homework: Revise after conference.	12 <b>CONFERENCES ONLINE</b>  Homework: Revise after conference
25	26 <b>THANKSGIVING RECESS</b>	27	28 <b>THANKSGIVING RECESS</b>	29
DEC 2 <b>OPTIONAL FOLLOW UP IN OFFICE TODAY IF NEEDED BY APPOINTMENT ONLY: 11-2pm</b>	3 FOR CLASS: <b>Unit 3: ROGERIAN ARGUMENT PAPER DUE</b>  <b>ALL EXTRA CREDIT DUE</b>  Assign Final Exam Essay	4	5 NO CLASS: Work on Final Essay	6
9 <b>1002-06 FINAL EXAM 12:30-2:30</b>	10 <b>1002-05 FINAL EXAM 2:45-4:45pm</b>	11	<b>NOTE:</b> <b><u>ANY AND ALL ITEMS HERE ARE SUBJECT TO CHANGE</u></b>	